DOCUMENT RESUME

ED 039 984 RC 004 385

AUTHOR	Belikov, L. V.
TITLE	Training of Teachers for the Far North of the U.S.S.R. in Leningrad.
INSTITUTION	Alaska Univ., College.; Arctic Inst. of North America, Montreal (Quebec).
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Aug 69
NOTE	10p.; Background paper for Conference on Cross-Cultural Education in the North (Montreal, Canada, August 1969)
AVAILABLE FROM	The Arctic Institute of North America, 3458 Redpath Street, Montreal 25, P.Q. Canada ($0.75)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Achievement, *Administration, *Curriculum, Enrollment, *Higher Education, History, *Rural Areas, *Teacher Education
IDENTIFIERS	*Russia

ABSTRACT

Teacher training programs for the Soviet Far North are reviewed from inception of the North Group of Leningrad University in 1926 to the present. In the 1930's the Northern Peoples Institute, for example, trained teachers from elementary levels up through the higher stages of education to ensure the training of northerners in different specialties necessary for successful development of a socialist economy. The need for more teachers prompted expansion of the teacher training programs as well as increases in the development of curricula, and teaching specialties were created in philology, physics and mathematics, natural sciences, fine arts, and physical training. Several instances are given to indicate the value of the Northern Department of Hertzen Pedagogical Institute in developing minority intellectuals and in providing teachers. [Not available in hard copy due to marginal legibility of original document.] (BD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

RECEIVED FEB 25 1970 NMSU E.R.I.C.

ED039984

RC004385

Background Paper - 3.A.

CONFERENCE ON CROSS-CULTURAL EDUCATION IN THE NORTH

Montreal - August 1969

THE PEDAGOGICAL SITUATION IN THE NORTH (FOCUS ON TEACHERS' TRAINING)

Training of Teachers for the Far North of the U.S.S.R. in Leningrad

L. V. Belikov
Northern Department of the Hertzen Pedagogical Institute

Training of Far Northern National Minorities Organized in the Twenties and Thirties

The training of specialists belonging to the national minorities of the Soviet Far North was organized in the mid-twenties in Leningrad.

In 1925 a group of 19 northern people arrived in Leningrad. They represented eleven northern nationalities (Nenetz, Saamis, Khants, Mansis, Evenks, Kets, Nanays, Nivkhs, Itelmens, Chukchas, Yukagirs).

These first messengers of the Far North, almost illiterate, were sent by the local authorities to Leningrad University to be trained at a preparatory workers' faculty (the traditional abbreviation was "Rabfak").

Thus the North Group of Leningrad University was created - the first institution to train northern national intellectuals. A year later, in 1926, the training of northern people was transferred to the Leningrad Oriental Institute, where a special Northern Faculty was organized and in the 1926/27 academic year 74 northern aboriginal people of different ages were already being trained.

The most experienced professors, teachers and well-known Leningrad scholars were invited to give general and special training to the first students from the North and they undertook

with great enthusiasm to teach young people who arrived in the city from the far corners of taiga and tundra. The well-known ethnographers and linguists, V. G. Bogoraz and L. J. Shternberg, who dedicated their lives to the study of northern people, took a most active part in organizing the training of the northern national youth in Leningrad.

Eventually some of the Leningrad northern students of the twenties became well-known public men in the vanguard ranks of cultural and economic construction in their national districts and regions. Among them were the Chukcha Tevlanto, a formerly illiterate herdsman, who became chairman of the Chukcha national district executive committee and deputy of the U.S.S.R. Supreme Soviet, the Alentian Habarov, the Evenk Salatkin, Diodorov and Voronin, the Khant Alarov, and others.

But by the late twenties the need for teachers and other specialists had greatly increased in the Far North, for the general development of economics and culture required an ever-growing number of specialists in the national regions who were well acquainted with local conditions.

Therefore in the early thirties a necessity arose for augmenting the training of national intellectuals and concentrating it in one special educational institution. This first special educational institution was the Northern Peoples Institute organized in Leningrad in 1929/30 on the basis of the Oriental Institute's Northern Faculty.

The Northern Peoples Institute was established as an educational institution of a complex type. It consisted of elementary secondary and higher stages of education to ensure the training of northerners in different specialities necessary for the successful development of a socialist economy and culture in the Far North in the thirties.

An extensive Department for Elementary Schools became necessary for the further development of education of the northerners entering the Institute because in those years there were mainly primary schools in the North.

The secondary specialized education was the most important department of the Institute; it facilitated the training of specialists so badly needed in the North, including teachers, within a comparatively short period of time.

All the students of the Institute were wholly supported by the State. They were provided with meals, clothes, footwear, everyday medical and cultural services, text-books, copy-books, etc., all this free of charge.

Besides secondary specialized education there was a higher level, where the most successful students, who wished to get a higher education for work as teachers at seven-year schools in the Far North, were trained.

In 1930 a Research Branch was organized at the Institute. In the thirties it was the first scientific establishment and an important research centre dealing with the study of languages, history, ethnography and other problems of the northern nationalities.

A large group of Leningrad experts on the People of the North was working there. At the Institute under the guidance of V. G. Bogoraz, Y. P. Koshkin, S. N. Stebnitzky and other scholars, writing was devised for those languages that had been only oral formerly.

ABC text-books for northern schools were compiled, languages and the ethnography of northern peoples were studied.

To train the first scholars for the Far North postgraduate courses were organized. Those graduates from the Institute who showed abilities for research were admitted there.

Students of the Institute such as the Nanaian Akim Samar, the Chukcha men Vukvol and Tinetegin, the Nenetz N. Vilka and P. Khatangeev, the Khant N. Tereshkin, the Evenk N. Salatkin, the Eskimo Kasiga and many other northerners took an active part in working out writing for their peoples.

By the mid-thirties about 300 students, representing 24 nationalities had been trained at the Institute.

Thus in the thirties the Institute played an important part in educating the first groups of national northern intellectuals.

Training of Teachers for the Far North at the Hertzen Institute, Leningrad

In the thirties a wide network of primary and seven-year schools was growing in the Far North and organization of national pedagogical and ten-year schools began.

The number of native teachers who were trained at the Northern Peoples Institute proved to be insufficient.

To increase the number of teachers, graduates of an institution of higher learning, a special Northern Department was opened at the Hertzen Pedagogical Institute, Leningrad.

Russian young people were admitted to the Northern Department. These were young enthusiasts who helped to bring culture and education within reach of national minorities. They were young teachers of the first schools in the North and they had some practical knowledge of national languages and experience in work among the native population.

These students helped in literary translation and in compiling text-books for the peoples of the North.

In the thirties at the Northern Department, special groups were opened at the faculties of Russian Language and Literature, History and Geography.

The basic five-year training was carried out at the Faculty of Literature according to the generally accepted curriculum. Beside the main philological subjects the curriculum of the Northern Department provided for the study of native languages, ethnography, physical and economic geography of the North.

National languages were taught under the guidance of a special department organized by Prof. V. G. Bogoraz and Prof. Y. P. Koshkin at the Northern Department of the Hertzen Institute in 1930.

Prof. V. G. Bogoraz and Prof. Y. P. Koshkin got the cooperation of a group of experts in northern languages and ethnography from the Northern Peoples Institute.

Graduates of the Northern Department and of the Northern Peoples Institute worked as teachers and headmasters of seven-year and ten-year schools, pedagogical schools and as administrative staff of the local educational bodies.

Together with native personnel they were the first organizers of seven-year and ten-year schools in the Far North, the heralds of writing, culture and education among the natives in the thirties and forties.

Eventually many of them became specialists in the languages, folk-lore and ethnography of the North, authors of school books and scientific literature.

The author of this report graduated from the Northern Department in the thirties and worked at schools of Chukotka for about ten years.

Thus as far back as the thirties the Northern Department at the Hertzen Institute did much to provide the Far North with teachers having a higher education, specialists in northern languages.

The training of teachers for the North was temporarily interrupted by the Great Patriotic War.

After the war the Soviet Government took the most drastic measures to resume the training of northerners as teachers.

During the early post-war years teachers for the North were first trained at Leningrad University, where most northern specialists then worked (Prof. V. I. Tzintzius held the Chair of Northern Languages).

To overcome the acute shortage of teachers for the North they were also trained in several regional centres of the Far East such as Khabarovsk, Petropavlovsk-on-Kamchatka and Magadan.

For several years a small quota of northerners was trained at the Pedagogical Institutes of those cities.

In 1949 the Soviet Government decided to establish a special Department for the Peoples of the Far North at the Hertzen Pedagogical Institute, Leningrad.

After some time northerners studying at Leningrad University were transferred to the Hertzen Institute, which had good traditions of training teachers for the northern regions since the thirties.

Annual admittance to the Department for the Peoples of the Far North was determined in accordance with a pre-planned allotment for every national district or region to provide the training of a sufficient number of teachers for all the Far North territory of the Russian Federation.

Total enrollment was distributed among the nationalities according to specialities to satisfy the needs of each national region and the demands of local educational bodies.

In the past years the structure of the Department underwent changes to meet the needs of the Far North for teachers of different particular qualifications.

For example, in the post-war years the Department for Northerners trained teachers for seven-year schools mainly, the number of ten-year schools in the North being small.

Many northerners were sent to study in Leningrad at the age of 15-18 after finishing seven-year national schools. So they had first to be given complete secondary education and then to be trained as teachers. For this reason the Department consisted of two stages - preparatory and basic.

B.P. - 3.A.

Admittance to the three-year preparatory courses (corresponding) to the 8th, 9th and 10th forms of secondary school) was open to people of minor northern nationalities only.

At the basic stage (the Institute itself) teachers for seven-year schools were trained for three years. Northerners who finished secondary and pedagogical schools were admitted there (Nenetz, Saami, Mansi, Khant, Dolgan, Nganasan, Selkup, Tofalar, Evenk, Nanaian, Udegei, Ulch, Nivkh, Itelmen, Alentian, Eskimo, Chukcha, Korjok, Yukagir and others).

But together with northerners constituting the overwhelming majority of the students, people of other nationalities, including Russians, are also admitted to the Institute, if they are permanent residents of the Far North national regions who know the conditions of life in the North and wish to work there after graduation.

All the students of minor nationalities who study at the Department are wholly supported by the State free fare and also free board and lodging, clothes, footwear, provided with every-day medical and cultural services. Scholarships are granted them depending on progress.

Later on the educational pattern of the Department was changed because of the development of secondary education in the North.

Thus in 1953 a four-year training period was introduced during which students got narrow specialization in different subjects taught at secondary schools and pedagogical schools.

Since 1956 duration of studies for northerners was increased to five years because of the expansion of training and broader training in interrelated subjects such as 'Russian, Literature and History", "Mathematics and Physics", "Biology and Chemistry", Geography and Biology", "Art, Draftsmanship and Handwork", etc.

As the system of secondary schools developed in the Far North there was no more need for preparatory courses and since 1957 no new students have been admitted to the preparatory courses.

The entrance examinations to the Northern Department are held at the Regional Pedagogical Institute and Pedagogical Schools. People who have passed their exams are sent to Leningrad and admitted to the Hertzen Institute.

For the last twenty years students of the Northern Department were trained in all pedagogical specialities to meet the needs of secondary education in the Far North, in History and Literature, Physics and Mathematics, Natural Sciences and Arts and other subjects.

For some time specialists in elementary education were trained at the Institute to provide the North with inspectors for elementary schools and teachers for pedagogical schools.

Many pedagogical specialities at the Northern Department changed periodically. This depended on the needs and demands of the national regions, however, for two main specialities - philology, physics and mathematics - entrance examinations are held every year.

The total number of those admitted to the Northern Department is planned by the Institute according to applications of the national regions and is confirmed by the Board of Education.

At present, for instance, northerners are trained in five specialities; most students are trained in philology, physics and mathematics, natural sciences; others in fine arts and physical training.

We must also mention the peculiarities of the educational training of northern students at the Institute. These peculiarities mainly refer to training in philology (Russian language and literature, northern peoples' languages and literature).

Northern students receive many-sided training in all pedagogical specialities according to the general standard of our educational system. Besides they have lessons in their mother tongue (phonetics, morphology, syntax, lexicology, dialectology) and also folk-lore and literature of the northern peoples, their economy and culture.

Besides their main speciality - Russian language and literature - northern philologists are trained in northern languages and literature as a second speciality.

This helps them to use more effective methods of teaching the national contingent of northern pupils and carry on political and cultural work among the aborigines.

Many graduates are not only teachers of their mother tongue in schools and pedagogical schools; they also take part in translation work at national regional publishing houses and newspapers.

Students of other specialities also study their mother tongue, the economy and culture of the peoples of the Far North (abridged curriculum), and students of the natural science department study the physical and economic geography of the North.

All kinds of laboratory and practical studies occupy a significant part in the training. These studies are aimed at helping the students to work independently at various kinds of reports and theses.

Most northern students are very diligent and persistent in their studies.

They become interested in more and more things and they are eager to get knowledge not only at the Institute, but also make use of their five-year stay in Leningrad to enjoy the cultural values of the city.

Many northern students take an active part in the students' Scientific Society, and they mainly work on problems of the philology and economy of their native land. Thus, Andrei Krivoshapkin, a fourth-year philologist, an Evenk, gives all his time to studying northern national literature; he made many reports not only at the Institute, but also at the All-Union Students Scientific Conference. His very interesting report was mentioned among the best ones.

The report of Nina Vaal, a fourth-year philologist, Chukcha girl, on the economy of the Chukcha national region was awarded a diploma at the Leningrad contest of students' scientific works.

Many teachers are engaged in teaching the northern students. They are highly skilled professors, assistant professors and lecturers from various departments of the Institute who have been teaching these students for many years and are able to use the most effective methods and ways of teaching the multi-national body of northerners. Among them are such prominent scholars as Professors J. S. Lyapin (higher algebra), Z. Z. Vulikh (mathematical analysis), A. M. Arkhangelsky (physical geography), A. L. Grigoriev (foreign literature), A. M. Dokusov (Russian literature), Assistant Professor I. J. Saharov (Russian language), V. J. Luzhkovsky (general physics), M. O. Afonskaya (economy of the North) and many others.

The training of students in northern subjects is carried out by the Department of Languages, Folk-lore and Literature of the North. The Department was founded in 1930 and it is the only one of its kind in our country. Professor M. G. Voskoboynikov holds the chair. Teachers of this Department teach national languages, folk-lore and literature of northern peoples, the Evenk language and folk-lore, the literature of the northern peoples (Professor M. G. Voskoboynikov), the Nenetz language and folk-lore (Professor Z. N. Kupriyanova), the Chukcha language and folk-lore (Assistant Professor L. V. Belikov) and other languages. Representatives of the northern national intelligentsia, M. P. Balandina, a Mansi, and M. J. Barmich, a Nenetz, by nationality, both M.A.'s, work at the Department. They teach their native languages.

Work at the elaboration of the academic courses in various languages is systematically carried out as well as research work at the languages and folk-lore of the people of the North. The results are regularly published in special volumes of the Institute's Transactions. Teachers of this Department are also authors of text-books and translators of fiction for the North schools, authors of manuals on languages and folk-lore of some nationalities for national pedagogical schools. They also compile anthologies of folk-lore texts.

Beside the basic teacher training in their speciality, many northern students get optional training in national amateur activities (dancing, singing, reciting) which makes them able to put into practice the artistic education of pupils in national schools of the North. This kind of training is carried out by T. F. Petrova-Bytova, of the Northern Department. The performances of the North are a great success not only at the Institute but also in schools of Leningrad and elsewhere

All northern senior students do obligatory school practice. Practical work is done in the best secondary schools of Leningrad under the guidance of experienced teachers of the Institute and school teachers. As long-term experience shows, northern students cope with their pedagogical practice in Leningrad schools quite well.

All students of the Northern Peoples Department live in a special hostel, a boarding house, where they have their own self-government - the Student Council of the boarding house. They issue a wall newspaper, see to the routine in the hostel and organize amateur parties, students' meetings with scientists, writers, actors and foremen of industry.

During the twenty years of its existence the Northern Department of the Hertzen Pedagogical Institute provided all national districts and regions with teachers of different specialities, who were natives of the Far North: they are the children, grandsons and granddaughters of hunters and the reindeer-breeders. Their fathers began to learn reading and writing in the twenties and thirties while their grandfathers were illiterate and led a semi-primitive life.

All graduates work in the national regions they came from. Now all over the large territory of the Soviet Far North our graduates work in national schools. There are many schools where several northern teachers - our graduates - work together.

We often receive letters from our graduates in which they speak of their alma mater with great gratitude.

Many northern teachers who were graduated from our Institute are now headmasters.

Most of our graduate northerners are at the head of local educational bodies, for instance: Nikolai Sharin is Minister of Education of the Yakut ASSR, Michael Istomin is Head of the District Committee of Education of the Nenetz national district, Boris Plavkin is Manager of the Regional Department of Education in Chukotka, and others. Some of them have become scientists - a Chukcha man, Peter Inenlikey, Nanaian Nikolai Kile and a Nenetz woman, Mary Barmich, are now philologists and do research work in the field of their mother tongues. The Evenk Alexandr Shubin, a historian, does research work in the field of ethnography, and the Nanaian Vladimir Beldy, a specialist on physical culture and sports, became a scholar in the field of education.

The Nanaian Grigori Hodzer, the Mansi Ivan Shestalov, the Nivkh Vladimir Sangi, the Nenetz Vasili Lodkov and the Evenk Vasili Lebedev, graduates of the Northern Department, have become well-known writers and poets.

All these facts go to prove that for many years the Northern Department has been not only the main link for providing teachers with a higher education and leaders of local educational bodies for the regions of the Far North, but it has been the foundation for the growth of talented intellectuals of the national minorities who do successful work in different spheres of culture and science.

Since 1957 Advanced Refresher Courses for teachers of primary schools of the Far North have been functioning They come here for a year.

National teachers having a secondary pedagogical education are sent to the courses to improve their knowledge of Russian, mathematics, the languages of the northern peoples, fine arts and other subjects and also of the methods of teaching these subjects in elementary schools.

The students of the Advanced Refresher Courses study the methods of the best teachers in Leningrad schools and do practical work under the guidance of their teachers.

Such are the results of the higher pedagogical education of the northern peoples in the Soviet Union, which illustrate the real practical results of the Communist Party's Leninist national policy.